CHAPTER I

INTRODUCTION

TO THE RESEARCH
# CHAPTER I

## INTRODUCTION TO THE RESEARCH

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Chapter I

Introduction to the Research

“Research is to see what everybody else has seen, and to think what nobody else has thought.”

Albert Szent - Gyorgyi

1.1 Prologue

Today, we find that the command of the written word is in increasing demand in the business world, both as a key to a job and success in it. The author Jefferson D. Bates (1985) in his book, ‘Writing with Precision’ – has rightly stated that, “Persons who hate to write or are afraid to do it, may endeavour to get by with talking instead. But sometimes, the necessity to write can no longer be avoided. The moral is simple: Learn to write as crisply, clearly and effectively as you can. You’ll never regret it.”

The researcher has had a few years experience of teaching English in different schools. She has observed that Composition writing is the most neglected. For the students it is an extremely tedious job. They are neither interested nor motivated. As a result, the quality of their Composition is pathetic. Keeping these observations in mind the researcher thought of helping the students to perform better in writing. Hence at the M.Ed. level, the researcher conducted a short exploratory research on Essay Writing Skills and found that training in the art of essay writing greatly improved students essay writing skills.
At present, the researcher is a lecturer in a B.Ed. College. She has had the opportunity to interact with students, teacher trainees and school teachers. Teachers often talk about the poor performance of the students in essay writing. They feel that the students are not interested. Even if they are guided, they do not rise to the expectations of the teachers. At times, students copy from essay books. This is the plight in our schools.

The researcher feels the need of improving the quality of writing English Compositions through concerted training efforts and through drill and practice. Hence, the present topic of research involving the development of a programme for enhancing the writing skills of students in English Composition was selected.

1.2 **Introduction**

The main objective of any language teacher is to make the learner realize the need for spontaneous and creative use of language. Language is an inevitable aspect of human existence and advancement. In fact, man would not have existed in the absence of language. Neither would one have tasted the luscious fruit of civilization and advancement. Language enables one to think and to express, to record and to get all that one wants. [Sharma, 2007, p. 17]

1.3 **Position of Language in Education**

“Think like a wise man but communicate in the language of the people.”

Willian Butler Yeats
Language definitely has a very important role in the life of an individual as it is seen in our day to day life. Language has a central place in education, especially in a multilingual country like ours. India has and is still assimilating various languages, cultural traditions and religious beliefs. Multiplicity of languages has been a potential source of cultural enrichment for our country.

India is a multilingual nation and language plays a very significant role. Language as a medium and language as a subject, not only exposes the learner to all types of structures and varied points of view, but also perceives a single concept, and creates an ability to explore the varied fields of knowledge. The general educational achievement and under achievement is dependent on language or lack of it. Educationists today are least concerned about language in the structure of education in the country.

Many Commissions have examined language in education, but language has never received the treatment it deserves. The Indian Education Commission [1964-66] in its Report mentioned how the Central Advisory Board of Education [CABE] of 1956 examined the complex problem of the teaching of languages in relation to the needs of the country and the requirements of the Constitution. The Three-Language Formula was proposed by the CABE but the impelling considerations were more political and social than educational. [Bose, 1993, p. 4]

Indian languages have been discussed in the Constituent Assembly and in the Indian Parliament; but what was discussed in reality was whether English or Hindi should be the National Official Language.
Language in the social context of work or varied programme of institutions gives a clear knowledge of the nature and scope for social interaction in human life. It depicts how participants enact their roles and manipulate language to show their authority; thus language is coordinated with action and is used for different communicative purposes. Hence, language interaction and communication in human life is very necessary not only among us, but also with other nations and the world at large.

Language is the medium of communication and instruction. Languages are to be learnt not only for the sake of instruction, but also a means of social transmission of cultural heritage from one generation to another. It is an important aspect of human growth. It reflects the cultural development of a nation and it is a tool for social progress. [Lakshmi, 1989, p. 163]

In order to promote this communication, the need for the study of English language has risen because English has come to be recognized today as the language of the world. It has rightly been stated, “Man’s greatest invention is language. It is man’s finest tool, strongest weapon, deepest resource, largest hope.” [Lavin, Brown, Monahan, Myers, Pierce and Velte.771965, p. iv]

1.3.1 Significance of Language

Language, like every human being who uses it, is complicated. But it is fascinating because it is an essential part of what makes us human. In studying our language, we are really studying ourselves. [McCabe, Jacobs, Rosenbaum and Caldwell.1968, p. 214]
Language is the best form of human expression. This can be either in the written or the spoken form. It is an important aspect of human growth. To quote our former Prime Minister, the late Smt. Indira Gandhi, “By language I do not mean words or the grammar, but I mean an attitude which understands the people’s point of view.”

Language skills help one to interact realistically. Language is a social institution. It is based on history, tradition and the culture of its people. Hence every language is unique and man cannot survive without it. It is a specific outlet of expression and it is essential because language skills help one to communicate effectively.

Language plays a vital role in the process of sharing thoughts, ideas as well as feelings. It is the only bridge between the past, present and the future because knowledge is preserved, stored and passed on to generations through language.

Language serves two purposes-

- As an instrument of communication;
- As a vehicle of thought.

Communication is a basic human right and serves as a means through which we control our existence. It helps in building relationships and making choices. It is the way of expressing one’s feelings, thoughts and emotions, thereby making sense of the world around us. Through communication, messages are sent, read and understood between individuals or groups. In the case of children, the process of communication helps them to participate in school activities, thereby bringing significant change in their skills, knowledge and attitudes. Hence one can say
that human knowledge is a well-developed mode of communication. Without language, communication would not be possible. Language is essential, and English takes priority as it is universally used and is also well understood in the world.

1.3.2 The Impact of English as a Universal Language

Though the British left India by the end of the first half of the 20th century, the English language is still dominant. India is not the only country where English is given equal importance next to the National Language. This language, which originated in a very small island – England, is now a language of communication throughout the world. The need for English as a language of ‘opportunity’ and ‘development’ has been pointed out by several educationists and the use of English in India has now become a ‘reality.’ The English language is the prime need of our country. Through this universal language, we have been able to get access to the different countries of the world, and so English is the medium of instruction in many schools. It is a language rich in literature and if under sentimental urges, we should give up English, we would cut ourselves off from the living stream of ever-growing knowledge. English is the only means of preventing us from being isolated from the world, and we would act unwisely if we allowed ourselves to be enveloped in the folds of the dark curtain of ignorance. Our students, who are undergoing training at schools which admit them either to a university or to a vocation, must acquire sufficient mastery of English to give them access to the treasury of knowledge.
We cannot deny the fact that English occupies an esteemed place among the numerous languages of the world, and hence special emphasis needs to be laid on the study of English, since world knowledge is growing at a tremendous pace, especially in science and technology. India needs to keep pace with the West and must also make her own contribution to it. For this purpose, the study of English deserves to be strengthened and the student needs to be well educated, trained and refined in the spoken as well as written language.

In the last 500 years, English language, which was formerly spoken by 5-6 million people living within the confines of British Isles, has expanded to become the everyday speech of more than 300 million.

The English language has achieved the status of mother tongue for majority of the inhabitants of the U.S.A and has become the most important second language of around 50 million in Southern Asia and a number of new nations in Africa. English thus enjoys the status of a global language.

1.3.3 English in the Indian Context

The English language has always been a matter of debate as to whether it should be the official language of the country or not. According to several nationalists, English seems to be a big hurdle in the development of other languages in our country. Though we have to admit that English is a sad heritage of our past imperialist masters, it is now the window to project our rich culture.
In the earlier stages, the English language had opened up many new opportunities to project Indians on international platforms. During the freedom struggle, a few leaders gave importance to the mother tongue. But there were others who because of their foresight laid more emphasis on the learning of English and the relative importance of the spoken as well as written language in the world.

Therefore, the need to be fluent in speaking as well as in writing English is greatly felt.

1.4 The Importance of Writing and Varied Techniques of Writing

Writing is a very important skill. It has received universal acceptance. Writing is a graphic representation of the spoken form. We live in an age in which the written word is of primary importance in the field of education, business and cultural affairs. One, who is able to write in a clear coherent manner has the hallmark of a literate man. An individual, who has the ability to write clearly, concisely and accurately, will make a mark in society. Writing occupies a prominent place in all spheres of life, especially in the educational system. It is here that one has to develop the skill of writing.

Writing skills and especially varied techniques of writing can be developed through English Composition, as expressed in the three paragraphs below by Sebranek [1996, p. 491].

[a] Writing to Understand and Remember
It’s really that simple. When one writes to learn, one is not trying to show how well one can write or how much one already knows about a topic; one is simply writing to gain knowledge. When one writes to learn, one writes freely and is becoming skilled in a particular trait. If one perseveres in this process, it just happens naturally.

[b] Writing Naturally

It is said, be yourself. It never sounds natural, for one thing. Sometimes it even sounds dumb or boring. One need not worry because gradually writing will seem natural and pleasing if one keeps one’s thoughts above all others. The writer is never alone. Writing is one-half of a conversation with a reader one invents. Talk to one’s “silent partner.” Clustering and free writing can help one to write in one’s true “voice.”

[c] Knowing the Subject

Be honest; don’t try to fake it. Be personally involved in one’s writing. Be at ease; don’t rush or nervously bounce around. Some educators now believe that writing to learn is the best way to truly learn anything, beginning from mathematics to music. Once one commits oneself to writing, this means to learn something, one will benefit in a number of important ways, such as, one will – develop a greater interest in learning, improve one’s ability to understand and become a better, more creative thinker, approach classes with a more positive attitude and gain a lifelong learning technique.
If one feels the benefits of writing contribute to one’s success in life, one could agree with Bergen Evans, as he has aptly said, “Words are one of our chief means of adjusting to all the situations of life. The better control we have over words, the more successful our adjustment is likely to be.”

It’s very interesting to know that on 13th February, 2009, ‘The Times of India’ won one of the world’s leading media awards for simple and effective use of the English language. Britain’s Plain English Campaign International Media Award 2008 was given to TOI for demonstrating a positive attitude in raising the awareness of plain English within its press coverage throughout India.

Marie Clair of the Campaign said, “We are really pleased to award, The Times of India”, because India is seen as a leader in commerce and manufacturing. The advent of call centres has put focus on the need for use of English that is understood easily. The media award is a great channel for our campaign because media has a huge influence on the public. [Times of India, 13th Feb, 2009]

Here one can see the importance of writing and how it affects one’s life. If one has to be creative and wishes to be accepted in society, one should be able to rise to the expectations of society. Hence the need to have a flair in writing.

1.4.1 Expertise in Writing

A writer wants to be understood. He desires to lead his readers to the gist of his topic by the most sure, simple and direct means that he can find. And readers too, wish to understand and want to arrive at the meaning, at the earliest. Hence
the characteristic trait of a good writer is his ability to write in a lucid and consistent manner; yet a good writer will never sacrifice meaning to brevity. True economy requires that the writer attends to his meaning; if his meaning requires many words he will use many words. The writer must weigh his idea before he begins to write and he must give that idea not only the right words but also just the right number of words it needs.

Hemingway was a master at economy of statement: he used language that mirrored his meaning; his words and sentences were no more or less than they needed to be for his particular purpose.

Economy of statement is not achieved merely by removing a word here and there or by simplifying sentences. Economy is, on the contrary, a high achievement in writing that comes from the writer’s full knowledge of what he is doing.

Only when a writer understands the effect he wants to create, can he match his style to his meaning and achieve the quality of understatement. In order to strengthen one’s ability to use the appropriate language, it should appeal directly to the senses of the reader. Try to let the reader see, touch, taste and smell the experience that one writes about.

Authentic emotions, well-considered opinions and thoughts are an important part of most effective writing. Yet even the most real feelings, the most sincerely held convictions do not, in themselves, ensure successful written communication. The writer must first come to terms with his own mood; he must organize and define
his feelings before he begins to write. And, as he writes, he must constantly remind himself of the “factual” content through which he establishes a mood and on which he lets his feelings play. The skilful writer uses his powers of observation to create clear and vivid images. The natural flow of writing, the shifts from the abstract to the concrete – all these skills of sentence variety, stimulates and develops the main idea. In the hands of a master craftsman like George Orwell, sentence variety is not merely change for the sake of change – it develops naturally from the nature of his ideas. [Lavin et al. 1965, pp. 8-33]

One of the best ways to assess the excellence of thought in writing is to scrutinize the writer’s word choices. Writing which consists of a majority of general and abstract words is likely to be confused as dull reading; writing which shows a balance between general and specific words is likely to produce clear and interesting reading. The reader sharpens his understanding of general ideas on the precise edges of specific words.

Furthermore, accurate and direct language reveals definite qualities in the writer. It reveals that the writer himself perceives clearly and exactly what he wants to say. It also reveals the writer’s attempt to choose words honestly to make them faithful representations of the ideas and images in his mind. The precise and careful writer tries to choose words that mirror, without distorting, the reality in his mind. Sometimes persons believe that the way to improve their writing is to add a moderate sprinkling of big words into their compositions. Honest language is that which is true to the writer’s ideas and images and conveys them
truthfully to the reader. Clear writing demands honest thinking and honest thinking can create clear writing. By making the picture or the idea come alive through specific examples in precise words, the writer not only improves his own understanding but also enables his readers to participate in that understanding.

Reading is a means to writing and if one wants to write efficiently one should be adept in certain skills. This can best be learnt through the observation and analysis of the skills that one encounters in reading. The means to written language enables one to consider writing, not as a task to be performed on assignment for a grade, but as a work to be engaged in for a purpose that is real. The underlying principle of language, spoken or written, is mainly to convey one’s experiences, ideas, impressions, and feelings from one person to another. Transfer in writing differs from transfer in speech. There is thus definiteness in writing that does not normally exist in speech. When we seek to transfer meaning by writing, we must rely once and once only on the words we choose, the way we put them together, various additional graphic signs such as punctuation, paragraph indentions, titles and other headings, and the total appearance of the writing on the page.

This quality of finality in writing requires us always to be intensely conscious of the effect our words will have on our readers. Every time we write we must accept in fact we cannot escape complete responsibility for what we say and how we say it. The problem is that many individuals feel writing is beyond one’s capacity and however much one does it, all seems to be in vain. Therefore they imagine writing to be a nightmare. [Hedge, 1994, pp. 3-6 and iv-v]
1.4.2 Why Writing is an Anguish

When Harold Rosen told his class of advanced students about an article he had been reading called- ‘Anguish as a Second Language’ which dealt with the problems of writing in a second language, they smiled at the pun but agreed with the sentiment. He thinks many students and teachers would recognize, if ruefully, the characterization of writing periods as times of sighing, pencil chewing and foot shuffling agony. This experience will be with any language that a student or learner faces. Why is it that for a large number of English language students writing seems to pose great problems? Possibly, for the same reasons that large number of adult native speakers never achieve a high level of expressiveness in writing their first language. It is partly to do with the nature of writing itself.

He explains further: “The writer is a lonely figure. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too of the tone of his voice and the aid of clues the environment provides. He is condemned to a monologue. There is no one to help out, to fill the silences, put words in his mouth or make encouraging noise.” As Rosen points out, writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker: gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation. A speaker can backtrack or clarify or revise ideas as listeners question or disagree. A writer has to compensate for all these disadvantages. [Hedge, 1994, p. introduction]
1.4.3 **Acquiring the Art of Writing**

Although a writer has a lot of disadvantages, Hull has proved in his ‘Research on Writing’ that a person can acquire the art of writing through proper training. The author says, “In the last 20 years, writing research and instruction have been turned on their heads. We have learnt to think differently about the nature of writing and the abilities of students and how we can best teach them to write. The rallying point of these revolutions has been the concept of writing as an activity, a process with an identifiable set of behaviours and cognitions. To think of writing as an activity, something that one does is more common-sensical than surprising. But to think of writing as an activity that can be studied, analyzed, and understood, that can, in short, be demystified-this is revolutionary, for it turns writing into something that can be acquired rather than something one either possesses or lacks.” [Hull, 1989, pp. 104-128]

Writing is a skill, which can be mastered by anyone, provided one takes the initiative and shows interest. This seems to be valid as, Joyce Carol Oates puts it, “As soon as you connect with your true subject, you will write.” [Sebranek et al. 1996, no. 011]

1.5 **Meaning of Essay**

An essay – is a typically short piece of writing, from an author’s personal point of view. Essays are non-fiction but often subjective; while expository, they can also include narrative. Essays can be literary criticism, political manifestos and
learned arguments, observations of daily life, recollections and reflections of the author.

The definition of an essay is vague, overlapping with those of an article and a short story. Almost all modern essays are written in prose, but works in verse have been dubbed essays. [e.g. Alexander Pope’s ‘An Essay on Criticism’ and ‘An Essay on Man’] It is very difficult to define the genre into which essays fall.

The following remarks by Aldous Huxley, a leading essayist, may help: “Like the novel, the essay is a literary device for saying almost everything about nothing. By tradition, almost by definition, the essay is a short piece, and it is therefore impossible to give all things full play within the limits of a single essay. Essays belong to a literary species whose extreme variability can be studied most effectively within a three-poled frame of reference. There is the pole of the personal and the autobiographical; there is the pole of the objective, the factual, and the concrete- particular; and there is the pole of the abstract-universal. Most essayists are at home and at their best in the neighbourhood of only one of the essay’s three poles, or at the most only in the neighbourhood of two of them. The most richly satisfying essays are those which make the best not of one, not of two, but of all the three worlds in which it is possible for the essay to exist.” [Collected Essays, “Preface”]

The word essay derives from the French infinitive “essayer,” the meaning “to try” or “to attempt.” In English, “essay” first meant “a trial” or “an attempt” and
this is still an alternative meaning. The first author, who described his works as essays, was the Frenchman Michel de Montaigne [1533-1592]; he used the term to characterize these as ‘attempts’ to put his thoughts adequately into writing. Inspired in particular by the works of Plutarch, Montaigne began to compose his essays in 1572; the first edition, entitled “Essais” was published in two volumes in 1580. For the rest of his life, he continued revising previously published essays and composing new ones.

Francis Bacon’s essays, published in book form in 1597, 1612 and 1625, were the first works in English, which were described as essays. Ben Jonson first used the word “essayist” in English in 1609, according to the Oxford English Dictionary.

In recent times, essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and essays are often used by universities in selecting applicants. Essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. [Wikipedia, 2001]

1.5.1 Essay Writing Skill

Essay writing occupies a unique place in the teaching of English; it helps one to master the mechanics of writing. The more one handles it, the more efficient one becomes. More Composition will definitely result in better Composition. The Compositions written at school are trial exercises or attempts to express one’s thoughts to the best of one’s ability in a particular language. The written
Composition remains at the heart of the education system. It is a challenging intellectual exercise for the exploration of ideas and hence cannot be underestimated. Due importance should be given to written Composition in schools. Students should be able to write Compositions, pertaining to different topics within the range of their experience and hence an important concern of the new English syllabus is to help the learner in writing Compositions.

Composition is a term we all know. Literally, it means “to place together.” It has this meaning in music, in art, in architecture, and in language use. In all four of these areas the literal meaning of Composition extends to “place together for a purpose” and “place together in such a way that you affect others.” Composition is one of the main aims of the organized structure of our language. Rhetoric is the personal use of that structure for a purpose. The skills of Composition and rhetoric, observed first in reading and then applied, form a master key to effective writing. This is a personal act. No writer can pretend that it is not. Writing is a pact between writer and reader. Revision is also a pact between writer and reader, whether or not the teacher is the ultimate reader. [Lavin et al. 1965, p. iv]

1.5.2 Procedure of Composing

The method of writing an essay is a very difficult task. It is so complex that no one has yet been able to explain exactly what all the ingredients of that process are. The procedure of writing a Composition is more than just a method of communicating; it is a way of putting forth one’s opinions. When the mind is
full of thoughts and ideas and one tries to systematize it, particularly when one makes an attempt to write in a logical manner, one is engaged in the process of Composition.

1.5.3 Significance of Composition

Sharpens Observation

Suppose one wants to describe a sunset to a friend who has never been to the West, what skills will one need? First of all, one will have to observe the sunset more carefully than ever before. One will also have to think, while one looked closely at it. Exactly what colours or shades of colour does one see? Is one shade of red like the colour of a ruby or is it crimson red? Do some of the clouds fan out like the tail of a running horse? Perhaps this is the first time one has really seen a sunset, although one has been watching the sunset for a life time.

Expands Vocabulary

Composing also develops vocabulary. Maybe one’s old collection of words isn’t good enough to communicate a new experience. If one uses vague or imprecise language, one’s friend will not possibly see the sunset as it is described. Hence one should be able to build up new vocabulary in order to convey the right information.

Improves Thinking

Writing enhances one’s thinking, as well as the ability to see new relationships.
If one’s friend knows what a horse’s tail looks like, one could use the picture as a comparison to give the friend a clear picture of the shape and colours of the clouds. But one would have to make the comparisons for him. To do so, one would have to observe closely, look for resemblances, and think about effective connections.

1.5.4 **Three Essentials of Composition – the Writer, the Purpose of Writing and the Reader**

One cannot write in a vacuum. Whenever one writes, one must have a reason for writing. It may be to express thanks for a gift, to wish good health to a friend, to write an apology, to promote a good cause. Whatever the purpose, it immediately specifies a particular reader: an aunt, a friend or may be a person in authority. As one begins to compose, one also has a stock of ideas. Occasionally, when one “must” write, one may have trouble with ideas. But whenever one wants to write, the ideas come. Regardless of the type of writing that is being done, the composition situation always includes three elements that require careful attention:

1. The writer – one’s beliefs, experiences, feelings and the entire knowledge one has acquired to date.

2. The problem or purpose of writing.

3. The reader’s attitudes, personality, needs and knowledge.
The Writer

One’s best writing must be based on one’s own experiences or feelings or knowledge. Novelist Mark Twain lived along the Mississippi and heard the dialects he used in Huckleberry Finn. Anne Frank recorded in her diary the terror and misery she felt, as her family hid from the Nazis. [Lavin et al. 1965, pp. 219-220]

The Purpose of Writing

How many purposes can one think of for writing? One situation may give many reasons for writing, for example for a Student Election Campaign one may write slogans, make announcements, and put up bulletins and posters. One may compose a nomination acceptance speech, then a campaign speech and finally an acceptance speech.

After the election, one would thank the supporters, sympathize with losers, congratulate other winners and thank a teacher, who advised on a rewrite of the speech. One would speak informally to each person orally, but one knows that notes and letters are more striking than quick thanks. In each case, one has a different purpose for communication, because speeches, thank-you letters and notes have different purposes, one also has to adjust the writing to each relationship. Always remember that good writing is done to accomplish a particular purpose and the writer must design one’s writing to realize that purpose. If one ever has difficulty with writing, go back to the reason for writing. Then make the writing
suitable to that topic. There are four rather common purposes for writing: to commune an idea, to state an emotion, to accumulate information, or to get someone to do something.

The Reader

One must plan one’s writing not only to achieve one’s purpose, but also to suit the audience. Sometimes one may have to approach an audience opposed to the main idea. One may decide to change the paper or speech. Or one may use a particular simile or metaphor because one knows it will interest the reader. Would one give directions for getting to the post office in the same way to a resident of one’s town as one would to a tourist or a foreigner? Hence it is necessary that one must select and organize the material carefully so that it suits the feelings and expectations of the reader. Just as one speaks to one’s family in one way and to strangers in another way, so one must write in a variety of ways for a variety of readers. [Lavin et al. 1965, pp. 223-224]

1.5.5 Steps in Composition:

All Compositions, short or long, involve a series of steps. These steps are known as the composing process. By taking these steps one at a time, one can usually produce a good Composition. Of course, the time and effort one spends on each step depends on the length of the assignment and the purpose.

West. W. William has given nine steps in the Composing Process.
● Step One : Build up one’s thought process for writing.

● Step Two : Become aware of opportunities to communicate.

● Step Three : Decide the precise reason for writing.

● Step Four : Amass ideas and opinions.

● Step Five : Assimilate the collected material.

● Step Six : Organize the material so that it accomplishes the purpose, suits the audience and fits one’s own personality.

● Step Seven : Write the rough draft.

● Step Eight : Revise.

● Step Nine : Check the paper for errors.

**Step One: Build up one’s thought process for writing**

Every moment there is a gradual increase in the thought process for writing. Night and day, the senses stack up new stores of impressions and images. In one’s many subjects – Mathematics, History, and Science – one accumulates ideas very rapidly. In one’s leisure moments too – reading magazines and newspapers, watching television and movies – one accumulates ideas. Everyday one thinks more precisely, reasons more sensibly, draws conclusions more competently and generalizes more authentically. One never stops growing in skills and ideas. In one sense, one becomes a new person everyday, so everyday one has new ideas to communicate. The
first step in the writing process is to develop one’s thought process continually, persistently, wilfully and to learn how to call on it quickly and effectively.

**Step Two: Become conscious of opportunities to communicate**

Perhaps one has met a “loner”. “Oh, don’t bother about him,” One’s friends may have said. “he doesn’t like people: he wants to be alone.” May be. But very often it is not that the “loner” actually wants friends. He probably longs for recognition and communication. He simply hasn’t learnt when to communicate and how.

One would have real problems trying to live a whole day without saying or writing a single word. One may write out History assignments; take notes for Science; jot down numbers in the library; enter a supermarket contest. In the next six years, one will express ideas, resentments, beliefs, attitudes and opinions a thousand times. So one should become conscious of opportunities to communicate.

**Step Three: Decide the precise reason for writing**

After interviewing and reporting about a famous personality, one may be asked to write about him or her. But how can one narrow and focus the details of that person’s life in just a five minute report? One must determine the specific purpose and let the purpose help one to select the details. Suppose one has two purposes for writing on this subject: a school assignment and a personal interest. This personal interest focuses one’s report on a specific topic and narrows that topic to manageable limits. One of the most important steps in composing - determining
your specific purpose, becomes almost automatic if one has a strong interest and a desire to communicate.

**Step Four: Amass ideas and opinions**

The library is one’s first source of information, where one seeks to increase one’s knowledge, to confirm certain ideas, and to correct misinformation. One knows how to use the encyclopaedia for an overview. One knows how to locate current articles. One knows how to use the card catalogue. One also knows how to look at different reference books. It is a known fact that one source leads to another, and one answer sparks another question. For many topics one’s source of information may be a friend, a parent, a teacher, or an acquaintance with special background. One could look at many more details from different angles and make a thorough study of a particular topic but eventually, one forms opinions and expresses them in one’s own words.

**Step Five: Assimilate the collected material**

If one has researched the subject well, one will have pages full of notes and a head full of ideas. But the details will not be in order. The material must be put in a systematic order. Once one has the material, talk about it to different people. Experiment with different patterns. This is the really creative part of composing, because as you mull over and assess the facts that are gathered, one may relate them as no one else ever has. Then, one is the creator. It should not be necessary to mention that a creator does not copy.
The assimilating process is one of the most important and difficult task in composing. If one does a short cut in the process by copying out paragraphs from the sources, one is really cheating oneself of the chance to create and grow. Even if a few changes are made in the use of vocabulary, the organization never becomes one’s own; because without one’s own ideas on the material, nothing will be learnt, for the essentials will fade away and one’s work will be in vain. It is sheer integrity, not to present as one’s own, such undigested chunks of material which are not yours. And it is simple good sense not to waste the reader’s time with a clutter of disorganized ideas. To communicate with an audience, one must know more than the audience about the subject, and one must digest and reshape the information according to one’s personality.

**Step Six: Organize the material so that it accomplishes the purpose, suits the audience and fits one’s personality**

It would be appalling to pour out all one’s ideas about a particular topic. Therefore the collected material should be arranged in a coherent manner in relation to the main idea and suggestions could be made in the organization of the material.

**Step Seven: Write the first draft**

One’s first draft is the information about the topic and what one thinks about it. One wants to scrutinize what one knows about the subject by putting it on paper. The best way is to write the whole composition so that one’s ideas have a kind of natural relationship. One could fill in all the particulars, examples and
descriptions, as one keeps writing. It is easier to omit later.

**Step Eight: Revise**

In the heat of composing, one may have created some ideas which seemed related and good, but which, at a second look, don’t seem to make sense. Often one may find that the order of the sentences or certain ideas may not fit in. This happens more easily after a day or two between writing and revising. On the first draft, check the overall organization, the logical sequence of the sentences, and finally evaluate the word choice.

**Step Nine: Check the paper for errors in the written work**

Errors in the written work like spelling and punctuation may seriously damage the value of one’s work. Such mistakes could mean that one doesn’t respect the reader and that one hasn’t worked carefully and sincerely on a worthwhile subject. Don’t let hard work be wasted because of such simple errors. Check the written material. Build good habits in minor matters. See that the written work is neat and correct. It will help convince one’s reader that what one is saying is correct.

[McCabe et al. 1968, pp. 225-230]

1.5.6 **Tools of Composition**

If one has to create a meaningful composition, one must understand more than just what should be done. One must know something about how to do it.
Just as there are tools for other crafts, so there are the following tools for the proper craft of Composition:

- The Sentence
- Parts of Speech
- Vocabulary
- Paragraphs
- Punctuation
- Capitalization
- Spelling
- Agreement
- Dictionary

The **Sentence**: When we speak or write we use words. A sentence is a group of words which makes complete sense. All sentences have two necessary parts. They are the subject and the predicate. We must have a subject to speak about and we must say or predicate something about that subject. [Peechaatt, 2000, p. 4]

**Parts of Speech**: Words are divided into different kinds or classes according to the purpose for which they are used. The different kinds of words are called Parts of Speech. They are eight in number:

1. Noun  
2. Pronoun  
3. Adjective  
4. Verb
A Noun is a name word. It names an object, person, place, emotion or idea.

A Pronoun substitutes for a noun. It designates a person, place, or thing without calling it by name. [McCabe et al. 1968, pp. 260-261]

An Adjective is a word used to add something to the meaning of a noun.[Wren and Martin, 2006, p. 3]

A Verb states what is happening, what the action is. It usually tells you either what the subject is doing, or what the condition is in the sentence. The form of the verb tells you about the time (past, present, future) of the action. [McCabe et al. 1968, p. 261]

An Adverb is a word that modifies a Verb, an Adjective or another Adverb. [Peechaatt, 2000, p. 6]

A Preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something. [Wren and Martin, 2006, p. 3]

A Conjunction is a joining word. It joins words and phrases to one another, one clause to another clause, or one sentence to another sentence. [Nesfield, 2008, p. 5]
An **Interjection** is an exclamation or sound indicating an emotion or feeling, such as “wow”, “oh” and “ouch”. There is usually no grammatical connection between an interjection and the words it stands with. The interjection is followed by an exclamation mark. [McCabe et al. 1968, p. 262]

**Vocabulary:** The words one uses are really important to one’s writing. If the words are not adequate or apt, the ideas will not be understood or appreciated. As ideas become more complex, vocabulary must grow to accommodate them. There are various sources that one can avail of to learn new words.

Vocabulary lists are probably the most common source for new words. It is not enough to memorize them for a test, but one should make a special effort to use the words that are learnt.

New experiences such as travelling, trips to museums, group activities such as sports or clubs can give one new words. Reading different kinds of literature will give one new words.

Many words can be formed from the same base or root. Their meanings are changed somewhat by prefixes and suffixes. Some words are in the same word family. Knowing the meaning of any one of these words can lead one to understand the others. Hence it is very important for one to use the word which expresses the exact meaning. It is also important to use the appropriate level of vocabulary. The simple word is sometimes better than the fancy one. [McCabe et al. 1968, pp. 262-263]
Paragraphs: Paragraphs may vary in length from a single sentence to a page or more, depending upon their purpose. Each paragraph should cover a distinct stage in the development of one’s Composition.

One should start a new paragraph when one is sure that no supplementary statements are needed to support and explain the topic of that paragraph. Most paragraphs should begin with a topic sentence that states one’s main idea.

Whatever our conception of a paragraph might be, we tend to forget sometimes that a paragraph is often nothing more than a visual device used to break up a solid block of words on a page. [McCabe et al. 1968, pp. 264]

Punctuation: Punctuation is the art of signifying with greater clarity by full stops or points, the meaning of sentences and the pauses to be made in reading and writing. Punctuation marks are signals that serve three purposes: they mark off units of expression, they indicate patterns of intonation, and they help to clarify meaning. You should always have a good reason to support your use of every mark of punctuation. [Kakkar, 2009, p. 276]

Capitalization: Capital letters are used to begin a sentence. Capitalize the first letter in the names of particular people, places, things, days of the week, months and special holidays, organizations, firms and institutions. The first word in a title and all other words in a title except short prepositions, conjunctions and articles should begin with a capital letter. [McCabe et al. 1968, p. 271]
**Spelling:** Serious spelling problems are often related to reading problems. Occasional troublesome words, however, bother everyone. One should try to discover why one misspells words. If one is still confused about “ie” or “ei” check the rules for that. It is good to refer to a dictionary, since many dictionaries contain the basic spelling rules. [McCabe et al. 1968, p. 272]

**Agreement:** A subject noun and the main predicate verb should agree or correspond in number. A pronoun should agree with its antecedent (the word to which it refers). A singular subject requires a singular verb. A plural subject requires a plural verb. Always locate the subject before one can write the verb. [McCabe et al. 1968, p. 274]

**Dictionary:** A dictionary is an extremely valuable tool. The different sections of the dictionary give a lot of information; one should check the table of contents of a dictionary and try to be well versed with its contents so that one is able to use it well. [McCabe et al. 1968, p. 275]

**Conclusion:** One must be able to use such tools if one has to make one’s ideas acceptable to the audience. Creating and organizing ideas demands initiative, power of mind and considerable labor but most readers and powerful groups frequently judge the ideas on the basis of one’s subject-verb agreement or on some other mechanical item. Therefore it is very necessary that one should master the tools of composition.
Remember that what is considered correct varies with the situation. Moreover, the range of what is acceptable is narrower in written English than it is in spoken English. Because people emphasize “correctness” in writing more than they do in speaking, some speakers must learn a whole new “dialect” for writing. It’s worth the effort. Appropriate usage, effective word choice, punctuation, spelling and an acceptable written form—these are the tools of Composition. [McCabe et al. 1968, p. 255]

1.6 The Present Situation and its Shortcomings

English Composition is a neglected aspect today in schools. Students hate to write Compositions, as they have not been guided properly in this art, and the teachers are reluctant to correct their careless and meaningless work. Students are not able to score marks in Composition writing because they are not able to write good Compositions. They tend to use the wrong tense; they pay no heed to spellings, vocabulary or unique ideas. This is because most of the students do not read books. For the students ‘Composition Writing’ is just a task that has to be completed and therefore it is done in a haphazard manner.

Very often when the topic is given in class, the students do not have a clear understanding of the topic. They do not jot down points, nor do they organize their thoughts. After writing a few sentences, they are at a loss for words and ideas. They are unable to write in a systematic manner—no introduction, no division of ideas, no paragraphs, no quotations and no conclusion. Topics discussed in
the class by the teacher or other students are reproduced in the same manner. At times, parents dictate the Composition to their wards, when homework is given.

The reasons for these shortcomings are that the number of students today is too large, about 70 to 80 students in each class, and hence the teacher finds it impossible to guide the students individually. Since the teachers find it difficult to correct all the Compositions written by the students, the students are unaware of their errors. There is no proper correction scheme and no positive feedback or reinforcement given by the teacher. Very few Compositions are written during the academic year. Teachers give maximum attention to the text lessons and also to grammar, but Compositions are not given much consideration. Students are aware that their Compositions are rarely corrected by the teachers and so they lose interest in writing Compositions, as they consider it is a waste of time.

The problem is aggravated by the fact that English is not the mother tongue of the students and hence they find it difficult to converse and express themselves in this language. To learn a new language and especially a foreign language is a tedious task and to understand, repeat, manipulate and then use this new language in conversation or written composition, requires tremendous effort. The home environment does not nurture the English language that is the medium of instruction at school. Hence they are compelled to speak in an unsatisfactory manner using unstructured sentences and committing grammatical errors. At times, students are ridiculed by others because of their incompetence in the use of language. Due to these various reasons, students find it difficult to cope with the English language
and hence Composition Writing in English becomes monotonous and a mind numbing activity. This is the plight of our educational system, where writing is concerned especially Composition.

1.7 **Insight into the Course Books in English - 1996 and 2006**

The new curriculum of English has been prepared, keeping in view the recommendations of the National Policy of Education 1986, the National Curriculum Framework for School Education 2000, the National Curriculum Framework 2005 and the policy of the Government of Maharashtra. Some of the other considerations have been the NCERT Model Curriculum of English, the Curricula of English in the other states of India, the Curriculum of English for Classes 1 to VIII in Maharashtra and the views and opinions expressed by teachers, parents and other stakeholders on the existing Curriculum.

These important recommendations were not considered in the 1996 Course book. The researcher found that the Kumarbharati course book in English for Std. IX is based on the new curriculum of English at the Secondary level. One needs to understand the basic philosophy behind the new curriculum.

The characteristic features of the new curriculum are:

**The Curriculum is Skills-Based.** The focus is on the development and refinement of the skills of Listening, Speaking, Reading and Writing. The other skills of communication such as narrating, describing, reporting, summarizing have also been considered.
The Curriculum is Needs-Based. The needs of the learners with regard to the use of English in a variety of contexts have been taken into account.

The Curriculum is Learner-Centered. The role of the teacher is that of a facilitator in the process of learning. The role of the student is that of an active participant in the process of learning. The focus is on the process of learning itself.

The Curriculum is Value-Oriented. Language education cannot focus only on the development of language skills. It has to nurture appropriate human and cultural values as well.

Some features were not dealt with in the old course.

Unlike the old course, the new course has elaborated the general objectives of teaching/learning English (First Language) at Std IX / X are:

To enable the student:

- to develop his/her language skills to a fair degree of proficiency;
- to acquire communication skills in English useful for higher education and also for real life situations such as social interactions, vocations and entrepreneurship development;
- to enrich his/ her vocabulary;
- to use dictionaries, encyclopaedia and such other reference materials;
– to develop the ability to use English for the development of personality and for the building of character;
– to cultivate a broad human and cultured outlook.

[Candes, Khatri, Dhingra and Ukhalkar. 2006, introduction]

A look at the arrangement of the sections along with the sub-divisions will help one to see the difference between the old and the new course.

**The Old Course – 1996**

A. Pre-reading Activity

B. Reading Activity

– Text followed by Glossary and Notes

**The New Course – June 2006**

A. Pre-reading Activity/Pre-listening Activity

B. Reading Activity / Listening Activity

– Text followed by Glossary and Notes

**C. Aids to Comprehension**

C. Aids to Comprehension.

**D. Language Study**

i. Vocabulary

ii. Grammar

**E. Further Reading**

E. Further Study

i. Reading Assignment
ii. Communication Skills

1. Oral Activity

2. Writing
   - Pre-writing Activity
   - Writing Tasks

The Course book that was published in the year 1996 had slightly different objectives. Greater attention had been given to language than to literature. It was believed that the students were fluent but often lacked accuracy. They were adequately proficient in listening and speaking but often lacked the ability to read and write well enough. Therefore of the four language skills, reading and writing had been emphasized.

The new Course book aims at making the learner a good and effective user of English. The Course book is learner-centered. It is designed to emphasize the role of the learner as an active participant and the role of the teacher as a facilitator. Unlike the old course, the new course has given importance to all the four skills and preference is given to pre-listening and listening skills.

In the sub-topic ‘Aids to Comprehension’ the new course stresses on both the aspects of ‘reading texts’ and the ‘listening texts’, these had to be read by the students so that they comprehend the text as well as relate it to their personal experience.

The activities in the Language study section in both the courses focus on various
aspects of the use of language, both for literary and everyday purposes. But the new course book explains the necessity to sensitize students to the complexities of word-meaning and to build their word power. It also includes dictionary skills. Different types of vocabulary tasks have been included under the sub-heading, ‘Vocabulary.’

The new course book gives grammar tasks for almost all the reading texts. It is believed that teaching grammar for its own sake is of no use. Grammar should be based on context and should be linked to ‘communication’.

In dealing with the sub-topic ‘Further Study’ reading assignment and communication skills are given importance. The purpose of the oral activity is to give more opportunities to students for making oral presentations such as role-playing, reporting, narrating, giving short speeches, participating in debates and in group discussions. This feature had been omitted in the old course.

The new course book has a topical or thematic design with a clear focus on themes such as Human Values, Science and Inventions, Society, etc. Language education cannot focus only on the development of language skills; it has to nurture basic values as well. Efforts have been made to select ‘interesting’ as well as ‘useful’ reading texts. They have also selected culturally, sociologically and educationally appropriate reading texts. Aspects such as the student’s age, social / cultural background and aspirations have also been considered.

Both the courses have introduced the students to self-study techniques, independent
interpretation, enjoyment and appreciation of literary texts. The basic philosophy is that the emphasis has been shifted entirely from teaching to learning. The students are recognized as the centre of all learning, and the responsibility for learning has been squarely placed on them.

The course book focuses also on the development of writing skills. Writing involves many things such as handwriting, spellings, grammar, punctuation and layout, choice of words, organization, suitable title and content matter (ideas). To help students handle such a complex skill, writing is presented in two stages: pre-writing activity and writing task. The writing tasks include the different types of Essays, Letters, Dialogue Writing, Interview, Report Writing, Expansion of Ideas, Speeches, Fact File, Information Transfer etc.

The researcher has taken into consideration all the above topics and decided to make an attempt to make Composition writing as interesting as possible. Armed with the knowledge that Composition writing skill can be acquired through training and practice, the researcher decided to develop a training programme to enhance English Composition writing skill.

1.8 Need for the Study

English is a global language. It is the only link language today within India. Learning the English language is not just a necessary skill. It is an enormously useful skill. English is understood in every country in the world and as much as one-fourth of the world’s population can communicate in it to some degree. Good knowledge
of English is very essential for effective communication. English opens the doors of success to all. Scholars point to a historically unprecedented situation; they feel that no other language has ever enjoyed this kind of pre-eminence before. Much of the world’s scientific, technical and social scientific knowledge exists in English. This is evident in the corporate world. Non-English speaking countries are eager to teach English to their populations. It is indeed easier to land a job, if your English skills are better. That is why there is great demand for learning English. The need of the hour is that the four skills need to be taken into consideration. Academic writing has a goal. Hence, Composition writing is a topic where linguistic skills and experience plays an important part. The basic skills in the writing of Composition need to be mastered. The sad situation in most of the schools is that Composition, which fosters writing skills among students, is the most neglected subject. As a result, students are very weak at writing and score very poor marks in Composition.

The reasons for poor writing are:

- Inability of the teacher to provide individual attention due to over crowded classrooms
- Lack of proper correction scheme for Compositions
- Inability of the teacher to provide timely feedback and reinforcement
- Lack of interest in writing on the part of the students
Due to these various reasons, students find it difficult to cope with the language, and writing becomes an ordeal.

1.8.1 Survey of Problems in Composition Writing

Once the researcher decided on the topic, she planned to find out the various problems that the students faced because this would help in preparing the training programme.

Before venturing into the training programme, it was necessary to collect information about the teaching of Composition, and most importantly to investigate into the very crucial part of highlighting the errors that are committed by the students. It was, therefore, decided to go to fifteen schools which followed the Syllabus prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education for Std. IX. The researcher collected seventy five English Composition notebooks of Std. IX students and analyzed the errors. The names of the schools are given in Appendix A. It was observed that except for one school, corrections were done in a haphazard manner. In a few schools corrections were done just to please the Education inspectors. Some schools gave model essays. In one school no teacher was appointed for that particular term, and hence no corrections were done.

The present standard of English is declining, both in written as well as oral form. Compositions that are written by the students are not up to the mark because of faulty construction of sentences, spelling errors, wrong usage of tenses and words, careless mistakes, no punctuation, and also poor handwriting.

A small survey was conducted by using a questionnaire for the teachers and students to find out their difficulties about English Composition. Questionnaires use for teachers and students are given in Appendix B.
1.8.2 Survey of Problems Faced by Students in Writing English Composition

While surveying the problems faced by students, the researcher found that some students were of the opinion that Composition was taught in an inappropriate manner. According to them, the topics for English Composition should appeal to their interest. Few felt that teachers did not give sufficient encouragement, and at times they were even humiliated in the class. Some admitted that they lacked practice and that they did not pay much importance to writing of English Compositions.

The students agreed that writing a Composition necessitated proficiency in English. They felt that they scored poorly, especially in the Composition section because of silly grammatical mistakes, bad handwriting, improper use of vocabulary and inability to express their thoughts in good language. Moreover, the mother tongue was also a hindrance to a certain extent. The common trend among the students to communicate with one another in Hindi and other regional languages resulted in poor communication and writing skills. Peer pressure caused students to avoid English and speak in regional languages instead. These are few of the problems that hamper English Composition writing.

1.8.3 Survey of Methods and Techniques Used for Teaching English Composition

A questionnaire was given to thirty teachers from fifteen schools regarding the present state of Composition writing. The details of the analysis of this questionnaire are given in section I of chapter IV.
However, the analysis of methods and techniques used by these teachers for English Composition Writing revealed the use of the following methods and techniques.

- Encouraging students to read good books, magazines and other articles
- Advising them to do reference work
- Using charts and appropriate pictures to develop a composition
- Assigning grammar exercises for practice
- Motivating the students to read newspaper on a daily basis, to improve their writing skills
- Giving model essays
- Discussing extra topics, essays with parallel type of examples and current news
- Giving suggestions and guidelines
- Giving the format and asking the students to develop Compositions based on the ideas that are discussed
- Giving important points on the black board and asking students to elaborate on them
- Asking students to read out articles and essays wherein the positive and the negative markings are done with the involvement of the students
- Giving positive remarks to encourage the writing of better essays
• Asking students to prepare a scrap book of new words and encouraging them to learn one new word a day

• Advising students to practise assignments in their revision book

• Encouraging students to collect information from the internet

The small survey that was conducted was of great help to the researcher in preparing the training programme. The researcher has tried her level best to make Composition writing as interesting as possible. The main concern was to enable the students to write better Compositions, as also to help them improve their writing as well as communication skills. The training programme was prepared with a view to help students to perform well for the Board Exams and also to fortify and groom them for bright future prospects.

1.9 Statement of the Problem

Development of a Programme for Enhancing Skills in English Composition of Students of Std. IX.

1.10 Objectives of the Research

1. To prepare a programme for enhancing skills in English Composition based on Std. IX syllabus.

2. a) To study the effectiveness of the programme in terms of entry behaviour.
b) To study the effectiveness of the programme in comparison to students who have studied through the traditional method.

1.11 **Operational Definition of Terms Used in the Title**

**Programme:** (for enhancing skills in English Composition.)

The programme incorporates different methods and techniques for making English Composition writing interesting and for increasing students’ skills in the same. This includes various activities such as:

1. Setting the mood for writing by using stories, anecdotes, and newspaper clippings

2. Motivation techniques such as the use of ARCS Model (Keller, 1992) (Attention, Relevance, Confidence, Satisfaction)

3. Use of group discussions and co-operative writing

4. Use of Synectics Technique

5. Techniques of reinforcement and feedback

6. Use of presentation on good writing practices as well as preparation of self-study material on the topic

7. Use of Multiple Intelligences Approach in helping students to develop their skill in writing
8. Use of brainstorming and graphic organizers/ mind mapping

9. Use of experiential methods

10. Use of word games

11. Use of five-paragraph essay

**Skill Enhancement (in English Composition)**

Various types of English Compositions are evaluated on the basis of certain criteria, which are indicators of skill in writing. These criteria for each type of English Composition have been identified by the researcher and efforts have been made to improve the quality of writing on them.

**English Composition Syllabus**

English Composition Syllabus prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education for Std. IX is as follows:

- Dialogue Writing
- Informal Letter Writing
- Formal Letter Writing
- Report Writing
- Interview Writing
• Fact File
• Speech
• Expansion of Ideas
• Essay Writing
• Information Transfer

Students of Std. IX

Students belonging to Std. IX under the Maharashtra State Board of Secondary and Higher Secondary Education.

1.12 Hypotheses

1. With respect to the study of effectiveness of the programme in terms of entry behaviour the following directional hypothesis has been used. [obj. 2 (a)] The post-test marks of the experimental group will be significantly higher at the .01 level than the pre-test marks on the achievement test in English, for each type of Composition – [Dialogue Writing; Informal Letter Writing; Formal Letter Writing; Report Writing – Newspaper; Interview; Fact File; Speech; Expansion Of Ideas; Essay Writing And Information Transfer]

2. With respect to the study of the effectiveness of the programme in comparison to students who have studied through the traditional method, the following directional hypothesis will be used. [obj. 2 (b)]
The mean gain score of students of the experimental group will be significantly higher at the .01 level than the mean gain score of students studying through the traditional method, on the achievement test in English for each type of Composition. – [Dialogue Writing; Informal Letter Writing; Formal Letter Writing; Report Writing – Newspaper; Interview; Fact File; Speech; Expansion Of Ideas; Essay Writing And Information Transfer]

1.13 **Method of Study**

Experimental method has been used for study of effectiveness of the training programme. The design used is – Quasi Experimental Design, namely the Nonrandomized Control Group, Pretest Posttest Design.

Survey method has been used for preliminary collection of data regarding English Composition writing.

The research involved following major steps:

1. Review of related literature.

2. Survey of problems faced by students in writing English Composition and the methods and techniques used by teachers to teach English Composition using a questionnaire.

3. Preparation of a programme for teaching the English Composition syllabus of Std. IX.
4. Selection of sample for experimental and control group.

5. Preparation of parallel forms of Achievement Test on each unit of the Composition syllabus and determination of criteria for evaluation.

6. Administration of pre-tests to both the groups.

7. Administration of the programme to the experimental group.

8. Administration of the post-test to both groups, after teaching of every unit.

9. Analysis of both qualitative and quantitative data.


1.14 Tools of Research

- Questionnaire for students and teachers for analyzing the present situation with respect to Composition writing.

- Preparation of parallel forms of Composition writing achievement tests to be used as pre and post tests (along with criteria for evaluation of these compositions.)

1.15 Analysis of Data

(a) Analysis of qualitative data - observations made during the implementation of programme, change in the nature of errors, students’ reactions to the programme and improvement in writing.
(b) For analysis of quantitative data, (achievement in each unit) t-test has been used.

1.16 **Scope and Limitations**

- The study is limited to one English medium Co-educational school namely Versova Welfare Association High School in Mumbai.

- The study involves students whose first language is English.

- The English Composition training is based on the curriculum of Maharashtra State Board of Secondary and Higher Secondary Education has been considered.

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